

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the language skills that should be mastered by students. It is an important activity in life that can update his/ her knowledge. As one of the English skills, reading has an important role like a domestic commodity that is consumed by everyone, especially literate society. One of the things that good readers do during the reading process is to make connections between background knowledge and the new information in the text. A student may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. Another person may also read for enjoyment, or to enhance knowledge of the language being read. Whatever reader's purposes in reading actually is to understand what he/she read.

In reading, the students need comprehension skill. Reading comprehension is defined as the level of understanding of a written language. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. Reading comprehension is called as the result from an interactive process between the reader and the text. Learners should have well understanding and comprehending the communication through the reading. In general, the aim of teaching reading is to develop the students' ability in reading the material, getting information and understanding the text. Comprehension here is meaningful interpretation of

printed or written symbols or words that require a combination of word recognition, intellect, and emotion interrelated with prior knowledge. Word recognition means knowledge of vocabulary should be possessed by the reader in order to be able to understand the printed or written words of the target language. The learner who does not master enough English vocabulary tends to face difficulties when comprehending new reading materials. It means that reading comprehension is very important and many students get problem in reading comprehension.

Based on the syllabus of Islamic senior high school Al-Kautsar Pekanbaru, school based curriculum (KTSP) provides reading as one skill that must be taught and learned at Islamic senior high school Al-Kautsar. The students are taught two times a week, two hours in one meeting (2 x 45 minutes). It includes reading, writing, speaking and listening. In Islamic senior high school Al-Kautsar one of the basic competence stated in the syllabus is students are able to understand, take information and comprehend the reading. The based competence of reading refers to capability of the students in getting the meaning of the descriptive text, procedure text, narrative text, anecdote text and Exposition text¹. In this research the researcher is focuses on the analytical exposition text.

Based on the researcher's preliminary observation on at Islamic senior high Al-Kautsar, the reading technique used by the teacher in reading activity was the conventional one (Talking Stik). During the teaching activity, the

¹ Gunawan Subroto, *Sylabus of MA Al-Kautsar Pekanbaru. 2013-2014*. Unpublished. Pekanbaru.2012,p.9.

teacher asked the students to read the passage and answered the questions according to the text. This technique was used to make student understand and able to read well. In fact, this way was not effective for the students in learning reading. English teacher of the second year said that many students still got difficulties in reading comprehension. It can be seen from the following phenomena:

1. The students cannot identify the main idea in the text
2. The students still have difficulties in taking information from the text
3. The students still have difficulties to answer the question in the text.
4. The students are not able to improve their comprehension about the text
5. The students are difficult to activate their own prior knowledge when reading the material.
6. The students still have difficulties in analyzing the text

From the phenomena above, to improve students' comprehension in the reading text needs an appropriate strategy for helping them as a solution for their problems. In this case, the researcher wants to apply a strategy that can help the students for better understanding in reading. The strategy is called Know, Want, and Learn (KWL) Plus Strategy.

Know Want Learn (KWL) plus is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL--recalling what is known; determining what students want to learn, and

identifying what is learned-plus mapping text and summarizing information.²

KWL activities help students to become better independent reader and encourage students to review their knowledge and obtain the new knowledge. This strategy can be used by students in any grade level.³ The goal of strategy is to aid the students in comprehending reading text.

KWL Plus strategy is a new strategy designed to improve comprehension through pre-reading, reading and post reading stages of an instructional lesson. KWL Plus helps students active what they already know before doing a reading assignment. By using this strategy the students can be active learner, can take information and comprehend the text.

Related to the background above, the researcher thinks that the existence Know Want Learn (KWL) Plus strategy in that school can be one of the ways in developing students' reading comprehension. The researcher chooses KWL strategy because this strategy designed to improve students' reading comprehension to the reading and help students understand and remember important information. Therefore, the researcher is interested in carrying out the research entitled: "The Effect of Using Know Want Learn (KWL) Plus Strategy Towards Reading Comprehension on Exposition Text of The Second Grade Students at Islamic Senior High School Al-Kautsar Pekanbaru"

² [http: Electronic Version, KWL Plus Pdf](http://Electronic Version, KWL Plus Pdf) 8-1-2013

³ Kathrine D. Wiesendanger, *Strategies for Literacy Education*. New Jersey: Merrill Practice Hall. 2001. P. 102

B. The Definitions of Term

To avoid the mis understanding, the researcher gives the definition of terms.

1. Know, Want, Learn (KWL) Plus

Know Want Learn (KWL) plus is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. This is strategy that can help students read and understand to comprehend the text. This helps students to predict what they will learn.

2. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁴ It means that reading comprehension is a capability of someone to get the meaning from what they read.

C. The Problem

1. Identification of the Problem

Based on the background and phenomena of the reading comprehension of the second grade students at Islamic senior high Al-Kautsar stated before, there are many problems that make the students difficult in reading text. Thus, the problems of this research are identified in the following identification:

⁴ Catherine Snow E, *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. Arlington: 2002. P. 11

- a. What factor makes the students unable to identify the main idea in the analytical exposition text?
- c. What causes the students difficult to answer the questions given in the text?
- d. What causes the students unable to improve their comprehension about the text?
- e. What factor makes the students difficult to activate their own prior knowledge when reading the material?
- f. What causes the students still have difficulties in analyzing the text?

2. The Limitation of the Problem

Because of the energy and the limit of time, it is necessary for the researcher to limit the problems. In this research, the researcher focuses on the effect of using Know Want Learn (KWL) Plus strategy towards reading comprehension of the second grade students at Islamic senior high school Al-Kautsar Pekanbaru. For the text, the researcher focuses on the exposition (Analytical) text.

3. The Formulation of The problem

The formulation of the problem of this research is formulated in the following questions:

- a. How is students' reading comprehension in analytical exposition text taught without using Know, Want learn (KWL) Plus strategy of the second grade students at Islamic senior high school Al-Kautsar Pekanbaru?

- b. How is students' reading comprehension in analytical exposition text taught by using Know, Want learn (KWL) Plus strategy of the second grade students at Islamic senior high school Al-Kautsar Pekanbaru?
- c. Is there any significant effect of using Know, Want learn (KWL) Plus strategy toward students' reading comprehension in analytical exposition text of the second grade students at Islamic senior high school Al-Kautsar Pekanbaru?

D. The Objectives of the Research and the Significance of the Research

1. The Objectives of the Research

- a. To find out students' reading comprehension taught without using Know, Want learn (KWL) Plus strategy of the second grade students at Islamic senior high school Al-Kautsar Pekanbaru?
- b. To the students' reading comprehension taught by using Know, Want learn (KWL) Plus strategy of the second grade students at senior high school Al-Kautsar Pekanbaru?
- c. To find out the significant effect of using Know, Want learn (KWL) Plus strategy toward the students' reading comprehension on analytical exposition text of the second grade students at senior high school Al-Kautsar Pekanbaru?

2. The Significance of Research

- a. To enlarge the researcher's knowledge about reading comprehension
- b. to give the positive contribution related to the process of teaching and learning English, especially in reading comprehension to the students and the teachers of the second grade at Islamic senior high school Al-Kautsar Pekanbaru.